DOCUMENT RESUME

ED 085 937 EC 060 776

TITLE	Talented Students Individual Learning Experiences.
INSTITUTION	Sioux Falls Independent School District 1, S. Dak.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre.
REPORT NO	51-0004-28
PUB DATE	14 Jul 72
NOTE	52p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Exceptional Child Education; Gifted; Identification; *Independent Study; Innovation; *Program Descriptions; *Program Proposals; Secondary School Students
IDENTIFIERS	ESEA Title III; Sioux Falls; *South Dakota

ABSTRACT

Proposed is a program to encourage 100 gifted secondary students in Sioux Falls, South Dakota, to initiate and carry out educational projects on an individual basis, to be funded under the Elementary and Secondary Education Act, Title III. Provided are statistical data on the general project, budget, pupil population, program staff, (more than 200 teachers on a part time basis), number of participants and estimated costs, and the budget summary. The program is seen to serve special needs of the gifted and talented such as the need to be actively involved in activities that are personally satisfying. The program is said to be unique due to a broader definition of giftedness, the aspect of student-initiation, location of activities within the community, and timing of activities to include both school and non-school hours. Noted are demographic factors and non-public schools in the area. Listed are personnel and procedures involved in planning of the program. Program content and procedures are discussed in terms of antecedents (such as identification of target students), activities and transactions (such as procedures students follow to apply for a special project and progress monitoring), objectives and intended outcomes (such as 90% of students expressing a desire to continue work in the area of the project), a summary of evaluation of design, and provisions for dissemination of program information. Project management is covered in an appended chart of critical tasks and target dates. Noted are financial efforts to phase out federal support for the program. Also provided are a map of the school district, a program chart, and forms used in the program. (DB)

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SIOUX FALLS INDEPENDENT SCHOOL DISTRICT #1
201 East Thirty-eighth Street
Sioux Falls, South Dakota 57102

TALENTED STUDENTS INDIVIDUAL LEARNING EXPERIENCES

Grant No. SEA 9-1-7251-28
Project No. 51-0004-28

EC 060 776

P-7

PART I

STATISTICAL REPORT

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A: General Project Information

1. Reason for Submission
   - a. ☐ Preliminary Proposal
   - b. ☒ Formal Proposal
   - c. ☐ Continuation Application
     - ☐ 2nd Budget Period
     - ☐ 3rd Budget Period
   - d. ☐ End of Project Report

2. Project No. 51-0004-28

3. Project Title (Five Words or Less)
   Talented Students Individual Learning Experiences

4. Project Focus
   a. Check the Appropriate Categories
   - ☒ Planning of Program Only
   - ☐ Planning and Operation
   - ☒ Innovation
   - ☐ Exemplary
   - ☒ Demonstrative

   b. Brief Program Description

   An individualized program of learning experiences for exceptionally talented students.

5. Applicant District
   Sioux Falls Independent District #1

   c. None Percent of Project Serving Needs of Handicapped Pupils

6. Address
   201 East Thirty-eighth Street
   Sioux Falls, South Dakota 57102

7. County
   Minnehaha

8. Congressional District (s)
   First

9. Name of Superintendent	10. Address	Phone No. / Area Code
Dr. John W. Harris	201 East Thirty-eighth Street Sioux Falls, South Dakota 57102	336-3580 - ex. 70 605
11. Name of Project Director	**12. Address**	**Phone No. / Area Code**
Adair Callison	201 East Thirty-eighth Street Sioux Falls, South Dakota 57102	336-3580 - ex. 45 605

I hereby certify that the information contained in this application is to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

Signature and Title of Person Authorized to Receive Grant	Date Submitted
[signature]	July 14, 1972

SECTION B: TITLE III BUDGET SUMMARY FOR PROJECT

Breakdown of Total Estimated Budget by Source	Budget Period			TOTALS
	First	Second	Third	
1. State Title III Funds	25,000	25,000	25,000	75,000
2. Other Federal Funds				
3. Local Funds				
4. Other Funds				
TOTALS	25,000	25,000	25,000	75,000
5. Amount of Line 1 Budgeted for Handicapped				

SECTION C: PUPIL POPULATION DATA

1. Membership and Participation			Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	TOTAL
a.	Membership of Schools Served by Title III Project	Public Schools		1,312	8,875	8,352	18,539*
		Non Public Schools			2,001	783	2,784*
b.	Number of Students Participating in Title III Project	Pubiic Schools				80	80
		Non Public Schools				20	20
c.	Circle Grade Levels of Participating Pupils Pre-K K 1 2 3 4 5 6 7 8 9 (10 11 12)						

2. Racial / Ethnic Data			Negro	Indian	Oriental	Spanish Surnamed	Caucasion	Other	TOTAL
a.	School Membership		40	240	20	25	20,805		21,130
b.	Project Participants	General					100		100
c.		Handicapped							

3. Other Project Data

a.	Total Student Participation	No.	100
b.	Staff Engaged in In-service Training	No.	0
c.	Other Adults	No.	200
d.	Total Number of Project Participants (a through c)	No.	300
e.	Current Per Pupil Expenditure (Excluding Federal Support)	Cost	589.60
f.	Current Per Pupil Expenditure (Including Federal Support)	Cost	618.67
g.	Additional Per Pupil Expenditure for Project Participants	Cost	250.00
h.	Estimated Percentage of Target Group which is:		
	Urban (More than 50,000 Inhabitants)	%	100%
	Rural (Less than 2,500 Inhabitants)	%	
	Other Demographic Areas (From 2,500 to 50,000 Inhabitants)	%	

* Includes 193 dual-enrolled students.

SECTION D: TOTAL PROJECT STAFF

School Personnel by Function	Number of Personnel Assigned to Project						Total Full Time Equiv.
	Paid from Title III Funds			Not Paid from Title III Funds			
	Full Time	At Least Half Time	Less Than Half Time	Full Time	At Least Half Time	Less Than Half Time	
1. Admin. / Supervision		1					.5
2. Teachers - General							
a. Pre - Kindergarten							
b. Kindergarten							
c. Grades 1 - 6							
d. Grades 7 - 12			200				1.5
e. Other							
3. Teachers - Handicapped							
a. Trainable Mentally Retarded							
b. Educable Mentally Retarded							
c. Hard of Hearing							
d. Deaf							
e. Speech Impaired							
f. Visually Impaired							
g. Emotionally Disturbed							
h. Crippled							
i. Learning Disabled							
j. Other Health Impaired							
4. Sub. Matter Specialists							
5. Technicians (A.V., Computer, etc)							
6. Pupil Personnel Workers							
7. Health Services							
8. Evaluators							
9. Disseminators							
10. Other Professional							
11. Paraprofessionals, Aides							
12. Community Liaison Personnel							
13. Other Nonprofessionals							
a. Clerical							
b. Other							

SECTION E: Number of person who participated in programs or services and estimated cost

		PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic) Pre-K	K	Grades 1 - 6	Grades 7 - 12	Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
DIRECT EDUCATIVE SERVICES	BASIC SKILLS	1. Remedial a. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural science and mathematics								
		f. Other - specify								
		2. Regular Enrichment g. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify				31	6			3,900
		d. Social sciences/social studies				25	5			3,000
		e. Natural sciences and mathematics				25	5			3,000
		f. Other - specify				19	4			2,450
		3. Diff. Curriculum for Handicapped a. Trainable mentally retarded								
		b. Educable mentally retarded								
		c. Hard of hearing								
		d. Deaf								
		e. Speech impaired								
		f. Visually impaired								
		g. Emotionally disturbed								
		h. Crippled								
		i. Learning disabled								
		j. Other health impaired								
		4. Vocational Skills and Attitudes								
		5. Textbooks								
SUPPORTING SERVICES		1. a. Audiovisual Materials				10				150
		b. Books, Periodicals etc. (Except Textbooks)				20				200
		c. Library, AV, other media personnel								
		2. a. Vocational Guidance and Counseling								
		b. Other Guidance and Counseling								
		3. Testing				40	10			---
		4. School Psychological Services								
		5. Attendance and School Social Work								
		6. Health Services								
		7. Pupil Transportation				20	5			2,000
		8. Food Services								
		9. Clothing								
		10. Student Subsidies								
		11. Special Services for Handicapped a. Trainable Mentally Retarded								
		b. Educable Mentally Retarded								
		c. Hard of Hearing								
		d. Deaf								
		e. Speech Impaired								
		f. Visually Impaired								
		g. Emotionally Disturbed								
		h. Crippled								
		i. Learning Disabled								
		j. Other Health Impaired								
		12. Other Pupil Services								

SECTION E CONTINUED

PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
	Pre-K	K	Grades 1 - 6	Grades 7 - 12				
1. General Administration								
a. Information Dissemination								
b. Other				100	20			7,790
2. Instructional Administration								
a. School Wide Direction & Management								
b. System Wide Direction & Management								
c. Instructional Supervision								
3. Program Development								
a. Research and Development								
b. Planning								
c. Evaluation				100	20			1,000
d. Demonstration								
4. Personnel Development (in-service training)								*
5. Maintenance and Operation of Plant								
6. Fixed Charges								710
7. Other Supporting Services								
8. Ancillary Services								
9. Capital Outlay								
a. Sites and Buildings								
b. Audiovisual Equipment								
c. Other Instructional Equipment								800
d. Noninstructional Equipment								

* Staff development will not be necessary; except for part-time director, the staff will be consultants hired to work with gifted students on an individual project basis.

B-71-3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Sioux Falls Independent School District #1
201 East Thirty-eighth Street, Sioux Falls, South Dakota 57102

Project Number:

Budget Period of this Report
[X] 1st [ ] 2nd [ ] 3rd
from Sept. 1, 1972
to Aug. 31, 1973

Report Purpose: Check One
Budget Summary: [X] Proposed [ ] Negotiated [ ] Amended
Expenditure Report: [ ] Quarterly [ ] Estimated Final [ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	$7,000		$1,440	$ 50	$ 300			$ 8,790		
2. Instruction	200			11,700	1,000				12,700		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500					2,000			2,000		
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800							710	710		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Community Services	1100										
13. Improvement to Sites	12100										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	12200										
16. Capital Outlay (Equipment only)	1230						$800		$800		
17. BUDGET TOTALS		$7,000		$13,140	$1,050	$2,300	$800	$710	$25,000		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

Signature of Person authorized to receive grant

July 14, 1972
Date Reported

B-71-3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:

Sioux Falls Independent School District #1
201 East Thirty-eighth Street, Sioux Falls, South Dakota 57102

Project Number: 51-0004-28

Budget Period of this Report: [X] 1st [ ] 2nd [ ] 3rd

from September 1, 1972
to August 31, 1973

Report Purpose: Check One

Budget Summary: [ ] Proposed [X] Negotiated [ ] Amended

Expenditure Report: [ ] Quarterly [ ] Estimated Final [ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	$7,120		$1,300	$ 50	$ 700			$9,170		
2. Instruction	200			9,200	1,240				10,440		
3. Attendance Services	300										
4. ervices	400										
5. ansportation Services	500					880			880		
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800	710							710		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	12100										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	12200										
16. Capital Outlay (Equipment only)	1230						$ 800		800		
17. BUDGET TOTALS		$7,830		$10,500	$1,290	$1,580	$ 800		$22,000		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This financial report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

John W. Harris
Signature of Person authorized to receive grant

September 1, 1972
Date Reported

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
SALARIES	1/2 time Project Coordinator (See job description in project writeup)		X	10 months	$14,240	$ 7,000	$ 7,120		
						$ 7,000	$ 7,120		
CONTRACTED SERVICES	Vouchers, claims and payroll through Sioux Falls School District			12 months	$ 20	$ 240			
	Audit, Broeker Hendrickson & Co. Sioux Falls Public Schools				200	200	200		
	Education Auditor & Evaluator (Education Resource Center - USD)				1,100	1,000	1,100		
						$ 1,240	$ 1,300		
SUPPLIES & MATERIALS	Office Supplies Paper/envelopes Postage				$ 50	$ 50	$ 50		
						$ 50	$ 50		
TRAVEL	Project Coordinator Out-of-State			1 trip	$ 220	$ 220	$ 220		
	In-State			1 - 2 trips	80	80	80		
	In-town on the job					$ 300	400		
							$ 700		
	Total Amount Budgeted					$ 8,790	$ 9,410		

SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
CONTRACTED SERVICES	Consultants - Working with individual students on projects. Consultants provided necessary expertise and assistance to students in conducting their project. Costs per consultant will vary depending on frequency, intensity, and field of expertise.			100	$117	$11,700	$ 9,200		
						$11,700	$ 9,200		
SUPPLIES & MATERIALS	Supplies and materials will be provided in limited amounts for students to conduct projects. To be determined as proposals are submitted. Examples: Literary magazines, publications, materials, stencils, paper, art, music supplies; record and books for special foreign language.			100	$ 10	$ 10	$ 1,240		
						$ 1,000	$ 1,240		
	Total Amount Budgeted					$12,700	$10,440		

B-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 500

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
JPIL TRANSPOR-ATION	Student visitation to site of proposal. Needed when site is located outside project area. Example 1: Travel to University of South Dakota to attend Art sessions Example 2: Workshop to Tyrone Guthrie Theatre, Minneapolis, Minnesota			20 trips	$ 44	$ 80	$ 880		
						$ 80	$ 880		
	Total Amount Budgeted					$ 80	$ 880		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 800

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
FIXED CHARGES	Social Security - $7,000 @ 5.2%					$ 360	$ 360		
	Teacher Retirement - $7,000 @ 5%					350	350		
						$ 710	$ 710		
	Total Amount Budgeted					$ 710	$ 710		

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SUPPLEMENTARY BUDGET SCHEDULE

XPENDITURE ACCOUNT NO. 1230

BUDGET BREAKDOWN SUMMARY

xpense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
QUIPMENT	Equipment for student projects where special equipment is needed to conduct the project.					$ 800	$ 800		
						$ 800	$ 800		
	Total Amount Budgeted					$ 800	$ 800		

INITIAL APPLICATION – PART IV – ASSURANCES

THE APPLICANT HEREBY GIVES ASSURANCE TO THE CHIEF STATE SCHOOL OFFICER THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;
3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;
4. Funds under Title III of the Act will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P. L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
6. The project will be operated in compliance with Public Law 89-10 (as amended) and with Regulations and other policies and administrative issurances by the Chief State School Officer, including submission of such reports as may be required;
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s));
8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enroiled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;
9. No board or staff member of a local educational agency will participate or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.
10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;
11. The combined local and state fiscal effort for free public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years.

I, John W. Harris do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

Dated July 14, 1972

John W. Harris
(Signature of Authorized Representative)

Sioux Falls Independent School District #1
(Legal Name of Applicant)

Superintendent of Schools
(Representative's Title)

NOTARY PUBLIC SEAL

Subscribed to before me this July 12, 1972 (Date) Sioux Falls, South Dakota (City and State)

Jack N Kearney
(Signature of Notary Public)

June, 1980
(Date Notary's Commission Expires)

C. Part III - Narrative Reports

Section A - Statement of Needs

1. Statement of Needs and Justification

a. Supported by data, identify the educational needs the project will meet. The Sioux Falls special education program is concerned with exceptionality occurring at both extremes of the standard curve of deviation from the norm. It is recognized that a responsibility exists to provide the best possible educational program for children whose needs are not adequately met in the regular classroom, either because of handicapping conditions or because of extremely talented conditions. Traditionally the major concern in Sioux Falls, as in other places, has been with students with handicapping conditions. While there are gaps and weaknesses in the program of services for the handicapped, a fairly comprehensive special education program does exist.

Among the services available for the handicapped are: special classes for the mentally retarded, emotionally disturbed, socially maladjusted, learning disabilities, and pregnant girls. Auxiliary services available include: school psychologists, speech correctionists, tutoring services for learning disabilities, homebound instruction, a cooperative program with vocational rehabilitation and counseling. Other disabilities served by state and/or private schools in the community include: auditorially impaired, orthopedically handicapped, neurologically impaired, and trainoble retarded. In the case of those children attending private schools, the public school district pays tuition, board and room costs and/or transportation. While none of these programs is completely adequate, it is felt that a fairly comprehensive program is available.

However, at the present time there is a limited opportunity through curricular revision for some enrichment and/or accelerated learning experiences. Except as manifested by outstanding achievement, little effort has been made to take the first step in developing a program for the talented; that is, to identify the talented student and his needs. As a result a major weakness in the education program is in service for the exceptionally talented student.

Nationally, estimates of gifted and talented students range up to five per cent of the student population, depending on definitions. This project will extend itself to approximately two per cent of the student population in the senior high schools.

There are four general needs which are characteristic of this gifted and talented population which are not being met in any systematic manner.

First, the gifted or talented student exhibits a need to be recognized as having a special talent by his peers and adults.

When the pilot proposal was being developed in the 1971-1972 school year a number of high ability students were involved in it. They unanimously felt that one need of all talented students was to be recognized and receive approbation

for their talents. They felt that it was important, particularly with adults, that they have a chance to demonstrate their talents in such a way that recognition would occur. They did not feel that the talented student wished to operate without this recognition. They also felt that it was important to have opportunity to communicate with persons having expertise in the same field.

Too often the talented student is regarded as strange by his classmates and this leads to problems as stated in James J. Gallagher's book, Teaching the Gifted Child. Gallagher states, "These youngsters who reveal originality and creativity have special problems related to peer acceptance (they are viewed as strange) and teacher acceptance (their free-wheeling approach and disregard for classroom convention or teacher direction seems to irritate the teachers). Accordingly, special efforts need to be made to identify these students and to provide an environment in which they can make maximum use of their talents."

Additionally, it is stated on page 10 of Education of the Gifted and Talented, a report to the Congress of the United States by the U. S. Commission of Education, "Exceptional capacities create problems for most people, even at the earliest ages. Young gifted children encounter difficulties in attempting to manage and direct activities. Since their ideas differ, they lose the participation of others and find themselves marginal and isolated."

Second, there is a need to be doing things and being actively involved in things that are important and satisfying to the talented individual.

It is the position of the writers of this proposal that the traditional school classroom is most often not structured to satisfy the deeper and more searching scrutiny that the academically talented student deems necessary to satisfy his intellectual curiosity. Furthermore, it is difficult for the curriculum to offer the extra dimension in course offerings to include the types of challenges that the talented student finds satisfying.

In the earlier-cited Education of the Gifted and Talented, it is also stated on page ten that, "When conditions are changed and the gifted and talented are given opportunities to satisfy their desires for knowledge and performance, their own sense of adequacy and well-being improves. Those who can function within an appropriate learning milieu also improve in their attitudes toward themselves and others. If education and life experiences for the talented are what they should be, the likelihood that the gifted and talented will relate to the total society and work within it actually is enhanced."

Third, there is a need for acceptance and communication by an adult through his expertise in the area of talent.

While the following was somewhat alluded to in supporting the first and second of the needs, our position is that often the gifted or talented student has the ability to grasp issues and/or perform in a given area with such proficiency that only a talented adult with more years of study and expertise can meet this need.

It is also stated on page 10 of Education of the Gifted and Talented that, "the gifted explore ideas and issues earlier than their peers. While they enjoy social associations as others do, they tend early to relate to older companions and to games which involve individual skills or some intellectual pursuit. The gifted child is not necessarily a single 'grind' or a 'loner', despite the fact that he develops special interests early."

Fourth, there is a need for experience in the area of talent that will give the individual a start and influence and confirm his desire to continue in a field where he can make contributions which are important to him and society.

In his theory of human motivation, psychologist Abraham Maslow postulated that human needs exist in a five-part hierarchy. It was his assumption that as the lower level needs are met the human organism then moves to a higher level need which must be satisfied or frustration and other types of inappropriate behavior occur. It is our assumption that the talented student to be served by this has moved from the lower level ne ds (physiological, and safety), through the love need and is now moving into the two uppermost needs (the need for esteem, and the need for self-actualization). As one moves into the self-actualization area it may be postulated that we may still (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. Maslow has stated, "What a man can be, he must be. This need we may call self-actualization."

To quote again from Education of the Gifted and Talented on page ten, "Gifted pupils, even when very young, depart from self-c--tered concerns and values far earlier than their chronological peers. Problems of morality, religion, and world peace may be troublesome at a very early age. Interest in problems besetting society is common even in elementary-age gifted children."

As indicated earlier this proposal is the result of a pilot program conducted during the second semester of the 1971-1972 school year. The following selected statements are taken from the Final Report of Activities which was submitted by each participant during that time. These are offered as final general support of the four needs being discussed.

"We learned just what it is like to print your own magazine. This included experience in writing, a lot of experience in editing and proofreading, and experience in managing and selling. Since we both hope to become professional writers, the project was like a preview of our careers. It gave us a real 'feel' of actually producing a magazine, even to the point of giving us some knowledge about printing."

"Since beginning my program of learning language, I have obtained a beginning knowledge of Arabic, a review of Spanish and a continuation of the German languages. I have received the satisfaction of working with languages and a

realization, in part, of my goal, that of obtaining fluency in several languages. I have also developed my ability to study on my own and to learn without the constant help of others."

"I profited from others' knowledge. I found those I talked to very willing to talk, and very friendly. It was very enjoyable to work with the children when I did.

This project gave me an open door. Not only was I able to get out of school to visit children - when they were in school - but people were more willing to inform me about their work and experience."

"Besides being in a very artistic environment and meeting so many influential people, being on my own helped to develop me into a much more responsible person. I think that the most important thing is that I improved quite a bit. It helped me to develop new concepts and dimensions in dancing and to really feel that someday I will succeed as a professional dancer. I learned so many new things and improved upon those which I already knew."

PLEASE NOTE: THE WORD "TALENTED" IN THIS PROPOSAL IS USED AS A BROAD-BASE TERM REFERRING TO GENERAL INTELLECTUAL ABILITY, CREATIVE OR PRODUCTIVE THINKING, LEADERSHIP ABILITY, OR A SPECIAL TALENT IN MUSIC, ART, OR THE OTHER FINE ARTS.

2. Justification for this Proposal as an ESEA Title III Project

a. To what extent have similar activities been tried in the area, State or Nation?
As a part of the ESEA Title VI grant, Jerry Johnke, counselor at Washington Senior High School, attended a Regional Conference of Talented and Gifted (TAG). At this conference there was an exchange of program information about projects currently in operation in the Region.

Generally, emphasis on programs for the gifted and talented are centered around indepth or accelerated programs of independent study in the existing curriculum for interested students. Giftedness generally related to academic abilities based on IQ or achievement.

Some current programs for gifted and talented include Operation ASTRA at Hartford, Connecticut. In this program emphasis is placed on identification of gifted students and development of a curriculum for them.

In a Gifted Opportunities Project in Hutchinson, Minnesota, emphasis is placed on encouraging teachers to seek and recognize the traits and attributes of giftedness and on providing teachers with techniques and procedures for educating the gifted.

b. Cite research that indicates how effective similar activities have been elsewhere.
In our review of other programs, none were found with similar activities. One of the by-products of this proposal will be to determine the extent to which special programs are necessary or useful in meeting the needs of gifted and talented students.

c. How is this proposal different and unique?

Four aspects of this program make it unique and different from other proposals we have discussed.

First, it is the intent of the project to look beyond the demonstrated academically gifted and talented and look for gifted students where there are no clear-cut definitions of giftedness. This is in accordance with recommendations from the State Department of Public Instruction personnel.

Second, it is student-initiated. Although gifted and talented students will be encouraged to participate in the program, the particular project or proposal which involves the student will be determined by the individual student.

Third, the activities of the program will take place at the site or location where they can be fulfilled to the greatest extent. Generally, activities will not take place in the school buildings.

Fourth, the activities are not limited to the time constraints of the school day. Activities may take place during school hours through released time agreements but would generally occur outside school hours.

Our job is to seek out and help the gifted and talented student develop a proposal in his particular area of talent and then get out of the way so he can implement it with a minimum of constraints and a maximum of creativity and flexibility.

d. If successful, what is the potential for other schools to adopt the activities? Because of relative ease in implementation, the activities of this proposal have high potential for other schools.

It is a goal of the project to demonstrate that, for minimal financial expense, unmet needs of talented students may be met by utilizing human resources common to many communities. It is recognized that some small communities may not have the entire panorama of resources available in Sioux Falls, however with the modern convenient transportation most of these resources would be available within an hour's drive. In some situations particular resources such as field experiences might be difficult to come by or might have to be postponed until vacation time.

e. If this project has a service component: The project has no service components.

3. Population

a. Give the estimated population of the area to be served and describe the area's socio-economic characteristics.

Sioux Falls is South Dakota's largest city, with a population of 75,000. The School District serves a school population of approximately 19,000 students and has a professional staff of 892. Twelve private and parochial schools serve 2,800 students.

b. Relate the population and socio-economic characteristics to those of the State as a whole.

Sioux Falls is a wholesale and retail center with some manufacturing. The major industry is a meat packing plant and stockyard.

The city is a trade center for outlying rural areas.

c. Attach a State map (8 1/2" x 11") showing the location of the area or areas to be be served by the project.

See map on page 23.

d. List the non-public schools in the project area.

Elementary:

All Saints
Calvin Christian
Seventh Day Adventist
Sioux Developmental Center
Crippled Children's
Sioux Vocational
St. Lambert's
St. Mary's
St. Therese
St. Joseph's
Christ the King

High School:

O'Gorman

Section B - Planning

1. List the names and titles of persons involved in planning.

   a. LEA Administrative Staff.

      Adair Callison, Director, Pupil Services
      Lloyd Dobratz, Principal, Lincoln Senior High School
      Owen Halleen, Principal, Washington Senior High School

   b. LEA teaching and other professional staff.

      Jerry Johnke, Counselor, Washington Senior High
      Michael Zerr, Teacher, Washington Senior High
      Germaine Wessman, Teacher, Washington Senior High
      Floyd Hunking, Counselor, Lincoln Senior High
      Gunhild Brakas, Teacher, Lincoln Senior High
      Frances Tilgner, Teacher, Lincoln Senior High

   c. Representatives from non-public schools.

      Fr. Victor Ramaeker (See attached letter.)

   d. Representatives from other Government and non-Government resources.

      None.

   e. Representatives from community organizations and cultural agencies.

      None.

   f. Consultants.

      None.

   g. Students.

      Dave Lillehaug, Student, Washington Senior High
      Jim Taylor, Student, Washington Senior High
      Patricia Gibbs, Student, Lincoln Senior High
      Richard Mabbs, Student, Lincoln Senior High

2. Attach to this application letters indicating the extent of commitment from:

   a. Representatives from non-public schools. (See attached letter.)

3. Cite, from Board of Education minutes, the commitment from the Board(s) of Education.

On January 12, 1972, the Sioux Falls Schools received a $3,000 grant for an individualized program of learning experiences for gifted and talented students. This proposal was submitted under School District Policy 1440.

On March 13, 1972, the Board of Education, in Action 14541 (K), authorized an increase in compensation for Jerry Johnke for serving as Coordinator of the Talented Student Program.

On May 23, 1972, the Board of Education discussed and gave unanimous approval for the submitting of the Gifted and Talented Project.

4. Describe the participation by those involved and the planning process that occurred or will occur in designing the proposed program, including a description of the procedures and activities.

A committee composed of teachers, principals, students and central office staff originally met and discussed possibilities of a program for talented students. Through these meetings the concept and initiative for the proposal evolved. Contacts were made with the Department of Public Instruction and the District received a $3,000 grant which had the effect of both a planning and an operational proposal.

Through this Title VI grant, an Advisory Council was established to meet and discuss the parameters of this proposal. The Advisory Council has met five times during the developmental stages of the proposals. Each member has provided input and direction for the proposal.

In early May, the Advisory Council was informed of possible funding of the proposal through ESEA, Title III. An invitation was made to Fr. Ramaeker, Superintendent - Principal, O'Gorman High School, to sit in on the Advisory Council meeting to discuss the details of the proposal. Because of time constraints he could not attend the meetings, but was informed of the project and intends to participate.

The Council decided to request funding under ESEA, Title III. With their input the Administration drew up the proposal and submitted it for review.

On May 18, the Council met and gave final approval to this particular proposal.

5. Indicate how the project will benefit children and teachers in non-public schools. Plans for participation and/or non-participation must be documented by attached letters from non-public schools verifying their intent.

O'Gorman High School has indicated a desire to participate in the program. (See attached letter.)

Each of the three high schools, Lincoln, O'Gorman and Washington, will have representatives including the principal, counselors, teachers and students, on an Advisory Council. This council will have the responsibility for assisting in the implementation of

the project. O'Gorman will have equal representation in decision-making on this Council as a participating school.

The total enrollment of the three participating high schools is approximately 4750 students. O'Gorman, with an enrollment of 780, has about 16 per cent of the total school population. Of the 100 participants in this project we have estimated 20, or twenty per cent, will be included from O'Gorman.

Section C - Program Content and Procedures

1. Describe the intents of the program in each of the following areas:

   a. Antecedents:

      (1) Descriptively identify and qualify the target students who will participate in the project.

      Considerable research work has been done on identification and defining gifted children. Without going into a long discussion of the problems inherent in this, it may suffice to say that the definition of "giftedness" is culture-bound. We tend to recognize excellence in those fields to which we attach cultural value. Our complex modern society puts a high value on conceptualization abilities; therefore, ability in conceptualization may be one of the criteria. In identifying and defining gifted children, a number of approaches have been tried. A brief summary, taken from Teaching the Gifted Child, by James J. Gallagher, follows:

      For several reasons, teachers have never appeared particularly effective when investigators have compared teacher nomination of gifted children against IQ scores. Reasons for this ineffectiveness include: teacher tendency to judge on the basis of superficial characteristics, not being aware of normal expectations of intellectual performances at given age levels, inability to judge how far above the norm a particular child is, and over-reliance upon demonstrated values fitting those of the teachers.

      IQ tests are not completely reliable in determining giftedness because of varying difficulty levels of different IQ tests, different intellectual traits being measured, standardization upon certain cultural segments of the population, the dependence of group IQ tests upon reading abilities, and difficulty in measuring motivational effort of the child.

      A third way of identifying the highly gifted is to look for common characteristics. Considerable research was done on this by Terman in his long-term studies of the gifted conducted under the auspices of Stanford University. Again, while some common characteristics were found they were not necessarily general enough to apply to all gifted children.

      Much research has been done in terms of social status, personality characteristics, etc. All of these have contributed to confusion in the total field.

In view of the foregoing summary of difficulties of identification, this project will attempt to utilize two techniques. The first of these will be based upon previous achievement, both in and out of school. This will recognize those young people who have, through their high level of achievement, demonstrated a talent and have made others aware of it. A second approach will be to look for those with talent who have "hidden their light under a bushel." This will be accomplished in two ways; first by describing what is available through this program and asking young people to come forward and submit applications for inclusion in the project. Because all persons may not wish to utilize this approach, the second technique will be to ask among the high school population for names of students whom they consider to have high talents which have not become known to school authorities. These persons would then be contacted and invited to participate in the program.

Because of the unique nature of this project and its stress on the individual and his creative talents it is the intent of the project to look beyond the demonstrated academically talented and look for students where there are no clear definitions. Special talents in music or art may not show up on the ITBS or intelligence test, nevertheless we feel it is important to identify the students with these special abilities and assist them in refining a particular talent.

It is the intent of the project that the following criteria will be used in selecting students to participate:

(a) Giftedness or special talent previously demonstrated by high levels of achievement such as possession of advanced skills, imaginative insight, and intense interest and involvement. This could include consistently superior scores on many appropriate standardized tests, or in-school grades that relate to the area of talent. In non-academic areas the talent could be determined by achievement as demonstrated by the student's actual performance or accomplishments in his area, i.e., recitals, public performances, awards, works chosen for display or exhibit, etc.

(b) Giftedness or special talent not demonstrated but existing on the basis of other assessment measures. These assessment measures are:

  (i) Peer assessment and recommendation.
  (ii) Judgment of teachers, pupil service specialists, administrators, and supervisors familiar with the abilities and potentials of the individual.
  (iii) Judgment of specialized teachers or experts in the arts who are qualified to evaluate the pupil's demonstrated or potential talent.

(2) List the professional staff of the project, including number required and their qualifications. Attach job descriptions for all project staff.

A part-time (1/2-time) coordinator will be needed to direct and coordinate the activities of the project.

(a) Qualifications

(i) Master's degree or its equivalent
(ii) Five years of successful teaching experience.

(b) Job Description

(i) Coordinator of the project and chairman of the Advisory and School Councils.
(ii) To alert and inform high school students about the project.
(iii) Develop forms and procedures for students applying.
(iv) Assist the Councils in determining if the applicant students meet the criteria described earlier.
(v) Encourage students to participate in the project.
(vi) Assist students in finding resource persons to work with them on their projects.
(vii) Be responsible for the overall administration, coordination, and evaluation of the student project.
(viii) Be responsible for general supervision of the budget and in terms of amounts committeed and still available, authorizing and approving vouchers for payment, etc. All financial operations are to be in accordance with current school policies.

(3) List the specialists and consultants who will provide primary and supportive services and describe the service each will provide.

Specific fields of expertise needed cannot be identified until proposals are submitted by the individual students. However, examples of some of the resource people who may serve as specialists or consultants would be: professional musicians or artists, college professors, high school teachers, high school or college students from foreign countries, professional people of the community such as medical doctors, certified public accountants, lawyers, dentists, etc., and other people in the community who have a special skill or hobby such as woodcarving, metal sculpture, and other talents gained either from their occupations, trade, or hobbies.

Two Councils will be established to assist and advise the Coordinator of the project.

(a) A system-wide advisory Council will be established, with representation from each high school, Washington, O'Gorman, and Lincoln. This Council should consist of two faculty members and two students from each high school. In addition, community representatives and college representatives may be invited to participate on the Council. The responsibility of the

Council will include assisting with implementation of the projects, setting guidelines to be followed by the building committees in approving proposals, and approving those proposals referred by the building councils. Council members should be selected through democratic procedures established in each building by the principals and the director of pupil services, and shall serve for one school year. This committee will meet monthly.

(b) In each of the three high schools a school council shall be selected by the principals. The councils shall be composed of one counselor, two classroom teachers, and two students selected by the principal, with the principal and program coordinator also members. It shall be the responsibility of each building council to evaluate merits of the proposals and the degree of talent of the applicant student, utilizing previously established guidelines and approving those which the council feels should be approved. Council members shall serve for one year. This council shall meet every other week or as student applications require.

(4) Describe the facilities in which the project occurs.

The facilities to be utilized will be determined by the needs of the student proposal. It could be a classroom, art studio, welding shop, college or theatre, depending on what the proposal requires.

(5) Identify the essential equipment needed.

Equipment needs will be limited as much as possible; however, in some instances students may propose an activity which necessitates the use of equipment not currently available to the schools. Rentals will be utilized where possible.

(6) Identify the instructional materials to be developed or provided from commercial sources.

Individual projects will determine the need for materials. It may be such things as resource books, language recordings or taped program materials.

b. Activities and Transactions

The following activities and procedural steps will constitute the actual workings of the program.

(1) All secondary students will become aware of the program's existence and it's essential goals through written information given to the students. During the first week of the school year each student will receive a "flyer" sheet that explains the essential purposes of the program and invites students to participate and/or to seek additional information from the coordinator.

(2) Secondary school teachers, administrators and counselors will receive information about the program concurrently with the students. The secondary school educators' information sheet will invite him to become involved in the project by recommending students to apply for inclusion in the program and/or by notifying the coordinator of students he feels should be in the program because of their special talent. The coordinator will also make personal appearances at school staff meeting to solicit teachers' help and to answer any questions about the program.

(3) Other methods and medias as available will be used to disseminate pertinent information about the program. Such devices would be articles in school and city newspapers, interviews or news features on local radio or tv stations, and appearances at PTA meetings.

(4) Students will now seek further information and counseling from the project coordinator. Each interested student will be given an application blank to fill out and return within two weeks. In determining his program request, the student may seek advice from the project coordinator, faculty members, or other community consultants. Applicants not returning their sheets within two weeks should be encouraged to return the application. Using this approach, each student will be allowed to tailor a program to fit his unique needs, aptitudes, and personality. It is expected that many of the proposals will involve the students moving beyond the four walls of the school building during some part of their school day. The proposals will be as broad and varied as the ingenuity and needs of the young people submitting them require. It will also be possible for a group of young persons with a common talent to submit a group proposal. Competition, i.e., surpassing of one's fellow, should not be a part of the activity carried on; rather the basic goal should be that of self-fulfillment through achievement.

(5) Approval or rejection of students' applications will be the responsibility of the school council. The school council will be required to make two decisions about each application. The first will be if the student can be identified as talented. The second decision will be if the project the student proposes will be workable and develop his talent. In determining if the student is talented the council will be guided by previously mentioned criteria used to determine the target students the project seeks to involve.

Demonstrated student talent may be very visible due to past performance or achievement. The student may have demonstrated his talent by superior test scores or grades in academic areas. In non-academic areas, talent may have been demonstrated by actual achievement, performance, awards, recitals, etc. In determining suspected talent which has not been demonstrated, the school council will have to determine on the basis of peer assessment, judgment of teachers, supervisors, and other school personnel familiar with the student's potential. The feasibility and worth of the student's proposal will be a calculated judgment from the council. Outside experts may be consulted about project proposals encompassing skills foreign to the members of the school council.

(6) When the student's talent and proposal have been approved, it will be the responsibility of the project coordinator to assist the student in any and all ways necessary to implement a proposal. This may include arranging for advisers or instructors; finding suitable places for the students to work on their projects (such as private study rooms, art or music rooms, etc.); arranging for use of equipment; arranging for transportation; arranging for schedule revision or early dismissal; or anything else needed for the student to implement his proposal.

The adult adviser or adviser-instructor will be responsible for helping the student formulate a lesson plan. Each lesson plan will include: a description of the project; a terminal objective which will state a goal or cite a product; the supporting activities or tasks necessary to realize the terminal objective; a method of evaluation to determine to what extent the objective has been realized.

(7) Progress will be monitored by several methods. Both the student and the adult adviser will keep a log listing briefly the date, place and length of each meeting or work session, and a brief summary of the activity. These log sheets should be turned in to the project coordinator every six weeks. The adviser should also note any significant changes in either skill or behavior of the student. The coordinator will also make periodic on-site visitations with the student and/or adviser.

(8) The student project will normally terminate when the objective of the project has been realized, or when the supporting activities have been completed, or on a specified date.

(9) Alternative identification procedures should be followed to assist in securing talented students who did not apply after public announcement and teacher encouragement. A record check should be made to identify students with one or more of the following: consistently high grades, high IQ test scores (125 and above), or high ITED test scores. A letter should be sent to all department heads and teachers in special areas asking them to pick out their top one or two students. Any student in honors programs could be asked to pick secretly the most talented student in his program. The students identified through these processes should be interviewed and encouraged to seek admittance into the program.

c. Objectives and Intended Outcomes

(1) The following process objectives have been established to measure the reliability of the student's selection procedure:

(a) Fifty per cent of the first-year participants, 75 per cent of the second-year participants, and 85 per cent of the third-year participants will be valid. Validity will be determined by a combination of assessment measures which will include: the student being rated as talented by his talented adult adviser; the successful completion of the student's experience program; the production of completed projects which would require talent, such as a manuscript, a book, a model, a group of songs or poems, art forms or other tangible artifacts; the student's product or intellectual efforts receiving an honor or an award; or any other applicable assessment measures.

(b) Eighty-five per cent of the students who would meet the criterion for acceptance into the program will be involved at the end of the third year.

(2) The following product objectives have been established:

(a) To demonstrate the effectiveness of the talented experience program by showing that ninety per cent of the participating students will confirm a desire to continue in their particular area of talent after their program terminal objectives have been completed as measured by the student's own evaluation criterion.

(b) To demonstrate the lateral effects of the talented experience program by showing that seventy per cent of the participating students will indicate that the development of their proposals and establishing of task and terminal objectives helped them in the areas related to academic performance. Improvements will be noted in such areas as better time management, concentrated study, looking forward to school, and fewer class frustrations as measured by the evaluation of the teaching staff, the parents, the peer group, and the students themselves.

(c) To demonstrate the effectiveness of the talented experience program by showing that 95 per cent of the students completing their projects through the terminal objectives established by the students themselves will have shown measurable growth in their selected talent or gifted area as determined by the adult consultant or adviser working with the student. Measured growth will be defined in terms of the talent area utilizing standardized measures, or criterion measurement where feasible.

rocess/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		Report Date
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	
			Pre	Post				
Determine necessary program needs	Consensus frequency, percentages and means	Staff, student parent survey & former talented students	Fall 1972	Spring 1975	Director & Administrators	Seek consensus of perceived needs and meeting of needs	Ed. Res. & Serv. Center	Annual Spring
Determine quality of adult leadership	Selection justification	Checklists	Fall 1972	Ongoing	Director	Vetae and support letters analysis	Ed. Res. & Service Center	Annual
Determine quality of tudent participants	Selection justification	Application & nomination forms	ongoing		Director	application and nomination	Director, Committee & ER&S Center	Annual
election made of most talented	Consensus on participants	Attitude Survey and checklist	ongoing		Director & ER&S Center	interview questionnaires and checklist	Director & ER&S Center	Annual
Measure impact on area & related area	consensus of student teachers & patrons	staff, student, patron survey	ongoing		Director & ER&S Center	seek consensus of perceived impact and change	Director & ER&S Center	Annual
Individualized program for each participant	visible units	Unipack or mini course units	ongoing		Director, student & adult leader	Develop individual talent enrichment course of study	Director, Student, adult & ER&S Center	Annual
Evidence of continued interest	Evidence of continuation	checklist & attitude survey	ongoing		Director & ER&S Center	Develop criteria for determination of continuation	ER&S Center	Annual
Evidence of Measured gain	Reliable support data	checklist, testing, & attitude survey	ongoing		Director & ER&S Center	Develop measure of individual gain	ER&S Center	Annual

(3) Describe the plan for data analysis.

The following instruments or forms have been deemed necessary to the evaluation and reporting in this project.

(a) Talented Student Project: Program Needs Assessment Survey - This instrument is intended for surveying the perceived program needs for special interest areas in the three high schools. The survey will be directed toward the teaching staff of each school, students, parents, and available to former students with demonstrated talented competencies: this represents the only true pre- and post-measure within the project.

(b) Talented Student Project: Review of the Characteristics of Adult Leadership - All participating adults will be expected to supply support information and vitae so as to justify their inclusion in the program as council members, consultants, and counselors or advisers.

(c) Talented Student Project: Application for Consideration - Will be used to obtain a comprehensive writeup of the project and its activities.

(d) Talented Student Project: Mini-Course Program Outline - Will be used to outline the terminal and task objectives, procedures, evaluation plan and related information for each student talent experience program.

(e) Talented Student Project: Final Report of Activities - Will be completed by both the student and his adult adviser at the end of each proposed program of activities.

(f) Talented Student Project: Attitude Survey of Program Impact - designed to exhibit the impact of the project on both the talent area and the related field of activities of the participating students. The survey to be completed by those students and adults who are in close contact with the student and his activities.

(g) Talented Student Project: Selection of the Most Talented Survey - A brief survey of the opinions of those closely involved with the project as to whether the project is reaching the most talented students.

(h) Talented Student Project: Intent to Continue Talent Area - This instrument is to gain the student and adult adviser's perception of continued participation in the talent area after leaving the program. Each participant and his adult sponsors will be asked to judge his future participation in the talent area.

(i) Talented Student Project: Evidence of Measured Gain - A basic form which will provide for the collection of support information to substantiate student gains. Standardized test results, teacher-made pre- and post-test records and other such information will be sought dependent upon the talent area.

(j) Talented Student Project: Recording Log - Each student will be asked to maintain a log of his program of activities. The project director will keep the completed logs with other information on each project.

(4) Identify the person responsible for coordinating the total evaluation effort.

The Education Research Center, Dr. Bruce Milne, Director, at the University of South Dakota will serve as project evaluator.

(5) Provide a breakdown of the cost of the evaluation. A minimum of five per cent is recommended.

Contracted Services: $1100.

e. Provisions for Dissemination

(1) Describe the strategies to provide public information to the project area to promote understanding and support.

Comprehensive stories of program funding will be placed in newspapers of the primary service area.

Project intentions and activities will be communicated to staff members through the Staff Newsletter and regular staff meetings.

(2) Describe the strategies to provide public information to the project area during the project period. Indicate what type of information will be public information and what will not be public information.

In addition to stories relating to project activities to newspapers and staff, community involvement on the councils will promote additional understanding and support for the project.

Section D - Project Management

Develop and attach a schedule (PERT Chart) identifying the critical tasks, activities, and events with target dates for beginning and completion and the person, consultant, etc., responsible.

See attached exhibit on page 25.

Section E - Financial Effort

1. What per cent of the legal maximum tax rate is the current school tax levy in your district?

   100 per cent.

2. What per cent of the actual value of property in your district is the assessed value? What is the average per cent for the State?

Minnehaha County	1970	37.6
State Average	1970	40.1

3. What per cent of the average per pupil expenditure in the State is the average per pupil expenditure in your district?

   90 per cent.

4. Does your district have an unusual amount of non-taxable property? If so, please explain.

   No.

5. How will ESEA Title III support be phased out and other support phased in over the period of proposed operation?

   This district is currently at the maximum mill levy rate. Local funding, as with many districts, is becoming a more serious problem each year. The outlook for additional involvement from the State becomes increasingly apparent and necessary each year.

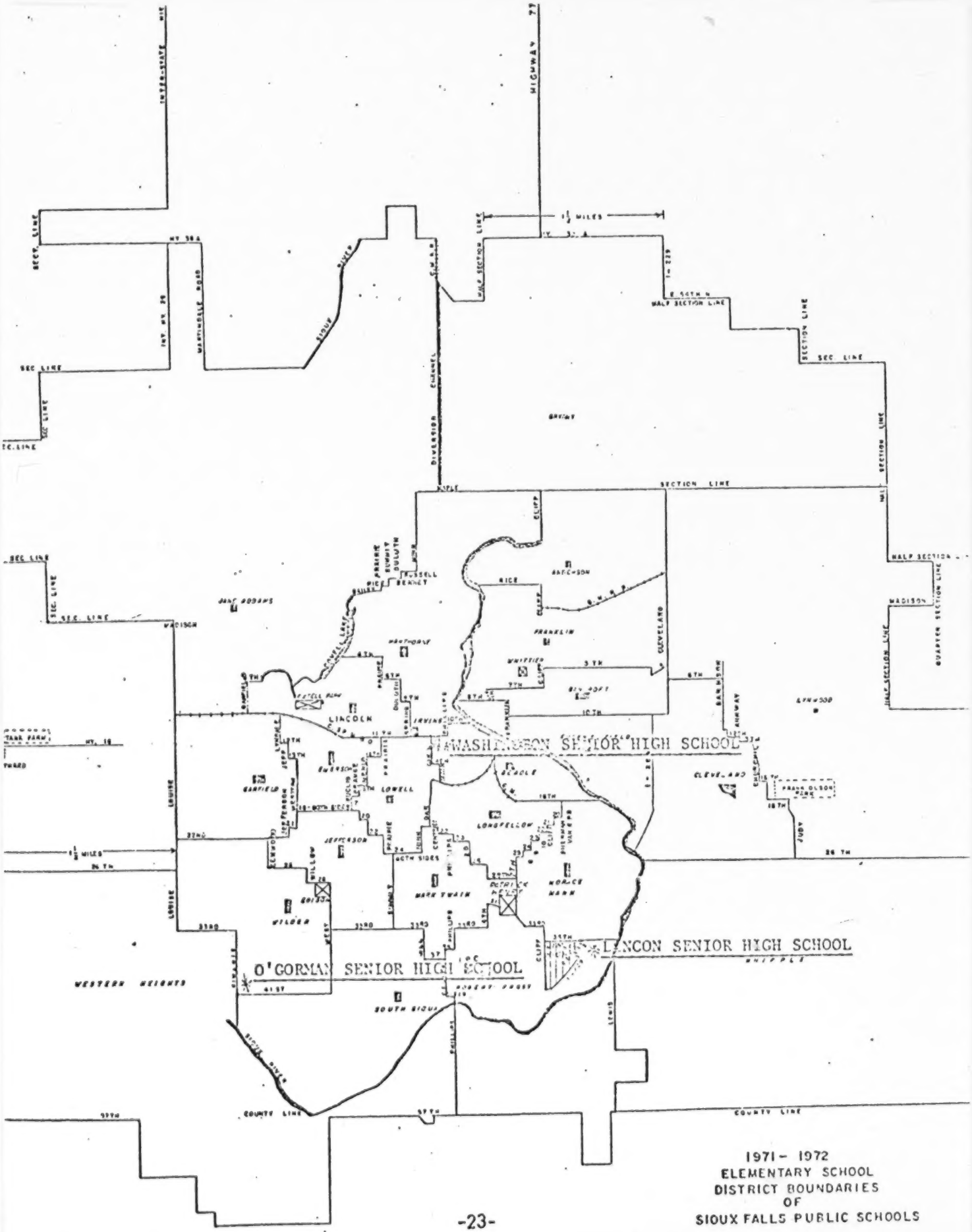
   In 1970 the Congress unanimously passed the Gifted and Talented Children's Educational Assistance Act as an addition to the Elementary and Secondary Education Amendments. (P. L. 91-230) Although funding for the Act has not materialized it appears encouraging.

   If successful we will expect the project activities will be included in our school budget utilizing other Federal monies or local sources as additional funds become available.

   After a year's experience with the project, when the logistics of the project activities are clear and a bank of community resource personnel has been recorded, it is possible that some of the activities can be taken over with little additional cost.

6. What services and activities related to the proposed program have existed, during the past three years, in the geographic area to be served? Describe the extent to which such existing services and activities have been supported with funds derived from public sources. State how the applicant agency will assure that related services and funds from Federal sources will supplement rather than supplant the financial support already available.

The services and activities of this project were conducted on a limited basis with Title VI ESEA funds during the 1972 school year. This project application represents a fully funded program of activities which heretofore has not been in existence. The activities of this project will supplement existing curriculum.



1971 - 1972
ELEMENTARY SCHOOL
DISTRICT BOUNDARIES
OF
SIOUX FALLS PUBLIC SCHOOLS

O'GORMAN HIGH SCHOOL
3201 SOUTH KIWANIS AVENUE
SIOUX FALLS, SOUTH DAKOTA 57105

May 12, 1972

Mr. Art Shaver
Instructional Planning Center
201 E. 38th St.
Sioux Falls, S. D.

TO WHOM IT MAY CONCERN:

This letter is to advise the local educational agency, namely the Sioux Falls Public School System, and anyone else concerned of the interest of O'Gorman High School in participating in the proposed Title III Project entitled Individualized Learning Experience for Talented Students. I am quite sure that some of the students at O'Gorman High School would profit by this program.

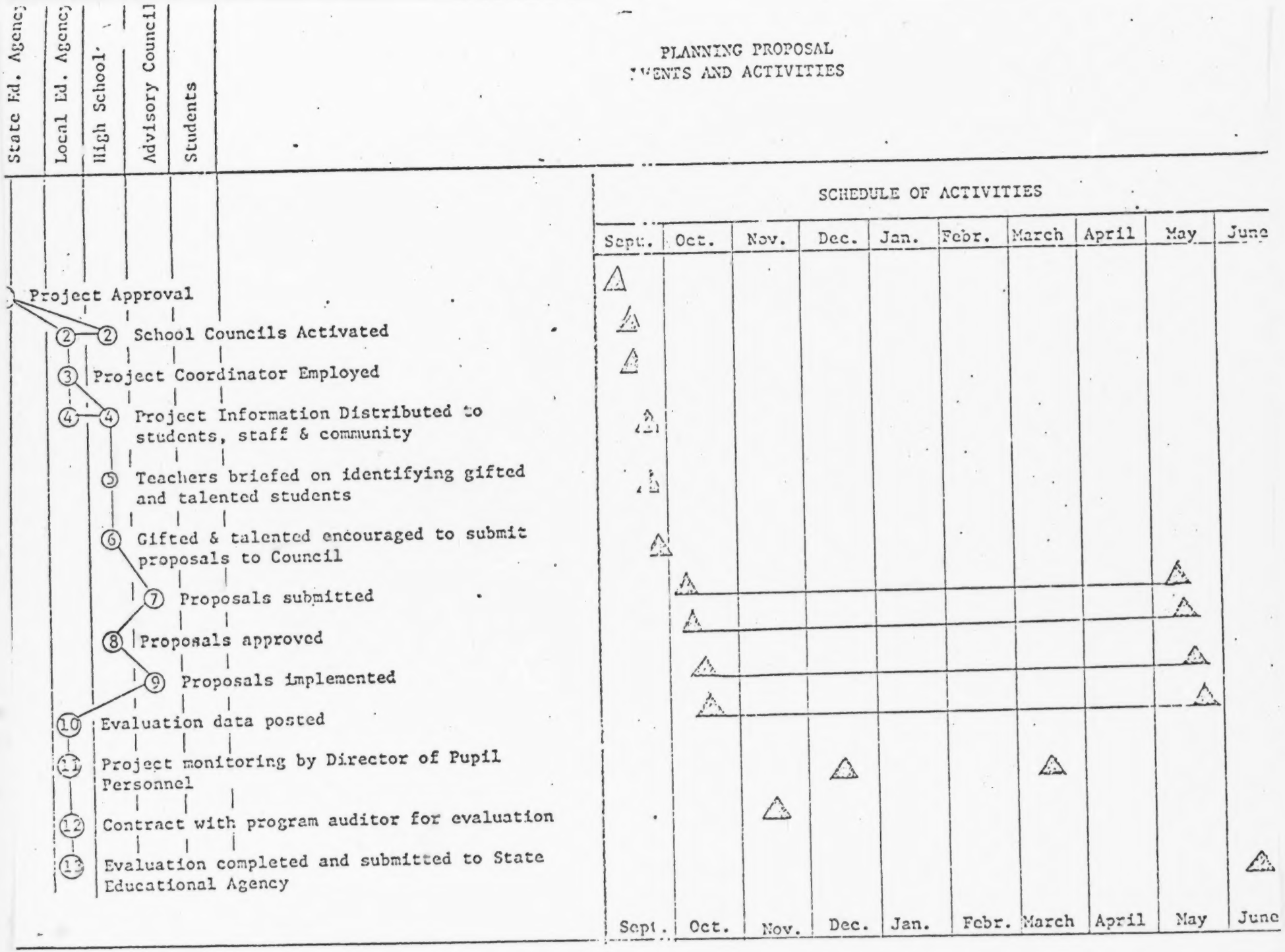
Sincerely yours,

Fr. Victor Ramaeker

Fr. Victor F. Ramaeker
Superintendent-Principal

VFR:mld

PLANNING PROPOSAL
EVENTS AND ACTIVITIES



TALENTED STUDENT PROJECT:
APPLICATION FOR CONSIDERATION

Date _____ High School _____

Not to be completed by applicant

Name _____

School _____ Council Action _____

GENERAL INFORMATION AND INSTRUCTIONS

Purposes of this program include: (1) provision of opportunities for students with exceptional talents to explore, in depth, in areas where their talent lies; (2) to assist these students to develop learning experiences which will replace, or add to, those currently available in school; and (3) to provide opportunities to move outside the typical school experiences now available.

This application should be considered as a preliminary proposal and, if approved, a more detailed description will be required. In most cases an adult adviser with expertise in the area of your proposal will be needed. He may be either a lay or a professional person.

A part of agreement under which this program is funded provides for attempts to identify talents. Therefore, if you are accepted, it is possible that you will be asked to take part in research efforts to identify talents.

Please print or type your answers on this form. Return the completed form to your counselor. The information given will be considered as confidential by the council.

Part I - Identifying Information:

Name _____ Birthdate _____ Grade ____
(Last) (First) (Middle) (mo) (day) (year)

Mail Address _____ Telephone _____

Name and address of parent or guardian

_____

_____

Part II - Personal:

1. School Subjects - List the subjects you will have taken by the end of this school year. Give final marks for those subjects you have completed.

Tenth	Eleventh	Twelfth

2. In-school activities, achievements, honors, interests, etc. List those in which you have taken an active part or have been of significance to you.

3. Out-of-school activities, achievements, interests, jobs, etc. List those in which you have taken an active part, or have been of significance to you.

Answer 4 and/or 5:

4. In what area(s) do you feel you have an especial talent? _____

5. I don't feel I have an especial talent, but other persons feel I have in the following: _____

5a. The persons referred to in 5 are:

Name	Position	Address

6. Can you give examples of activities, situations, etc., where this talent may have been demonstrated? Yes _____ No _____

If so, please describe briefly. _____

Part III - Proposal Information:

The following is not to be considered a full description of your idea, but is intended to assist the council in evaluating the general merits of it. If this application is considered favorably you will be asked to submit a more detailed proposal.

1. Outline, as briefly as possible, the idea which you wish considered. (Include such things as ways you will implement the idea, where you got the idea, what problems you foresee, what prior planning and thinking you have done.) _____

2. What materials, supplies, etc., might be needed? _____

3. What do you estimate the cost (exclusive of advisory help) to be? $_____

4. a. Will you need an adult adviser to assist you? Yes _____ No _____
   b. If "yes" have you contacted anyone? Yes _____ No _____
   c. If "yes" please give name, address and position.

   _____

   d. If you have not contacted anyone are you aware of potential advisers? Yes _____ No _____
   e. If "yes" please list below:

Name	Address	Position

5. How do you feel this project will benefit you and/or others? _____

6. How long do you estimate the project will take to complete? _____

Part IV - Agreements:

If my application is approved and my project is accepted, I agree to the following:

1. To submit periodic progress reports as may be requested.
2. To share results of my project with the council and others as requested by them.
3. To submit a final report of activities.
4. Materials, equipment, etc., remain property of the District.

Signed _____

Date _____

Statement of Parent or Guardian:

I have read this application and, _____ if accepted, has my
name of student

permission to take part.

Signed _____

Date _____

TALENTED STUDENT PROJECT

NAME_____ AGE_____

GRADE_____

SCHOOL_____

FINAL REPORT OF ACTIVITIES

The purpose of this report is to assess the values of this program, satisfy the proposed obligations of the grant and help establish guidelines for the future continuation of the program.

Please answer all questions as completely as possible and where more space is needed you may write on the back side of the page. Please type or write with black ink.

1. List, chronologically, the activities in which you engaged, persons involved, resources utilized, etc.

2. What are the benefits or values you received from your participation?

3. Do you feel others may have benefitted from your involvement? How?

4. a. Outline the goals listed in your project.

b. Describe the degree of accomplishment of each of the above goals, stating problems encountered and changes made.

5. Do you feel that your participation in the program has had any effect on your school (academic) performance? Yes____ No____ Please explain.

6. Do you feel the opportunities or experiences you've had in this program will have any effect on your future or future plans? Yes____ No____ Please explain.

7. Your Recommendations. This year has introduced a new learning experience for some of the students from Lincoln and Washington Senior High Schools. You have been a part of that beginning, the mistakes made and the successes achieved.

   The committee feels this program is a worthwhile venture and wishes to see it continue. We also realize that development and change are vital to the growth of the program. We therefore would appreciate your evaluation and suggestions for the improvement of the present program.

TALENTED STUDENTS' PROGRAM
Sioux Falls High Schools

Project Advisers:

First of all, please allow me to say thank you for agreeing to be a part of the Talented Students' Project, and more important, to be a significant factor in the development and searching of a valuable young adult. Concerned people like yourself are the backbone and heart of every successful program that deals with young people. Thank you.

A second purpose of this communique is to provide you with a written copy of the program requirements of this federal project, about which we have already visited. To insure that this program for talented young people can continue, certain records must be maintained to explain what we are doing and to be able to demonstrate success.

Each project in the program must have its own personal file that will include the following:

1. The student's original application. (I have.)
2. A project description sheet which includes the goals of the project, the activities necessary to reach that goal, and provisions for evaluating the program. (See enclosure 1)
3. A vitae sheet for each adult adviser which will show his experience and training in the area of talent of the project.
4. Copies of the student's log. (See enclosure 2)
5. Copies of the adviser's log. (See enclosure 3)

Your assistance by sending me items two and three above within the next two weeks would be appreciated.

Would you please remind your advisee to keep entries in his log?

If you have any questions at any time you may reach me in the evening at my home, phone 336-1046. Monday and Thursday afternoons I am at Washington High School, 332-6732; Tuesday and Fridays at Lincoln High School, 336-1610, extension 30; and Wednesday afternoons at O'Gorman High School, phone 336-3644.

Your help is truly appreciated. May your days be filled with sunshine and happiness.

Bob Parlet, Coordinator
Talented Students' Project
Washington Senior High School
314 South Main Avenue
Sioux Falls, South Dakota 57102

Project Description Sheet

One of the objectives of the program is to allow the student to determine and help develop his own learning experience. To this end, I would suggest that you take one meeting or session to plan together the project description sheet.

The terminal objective on the project description sheet should be the end product of the instruction or experiences. For example, "To be able to communicate through acrylic painting," or ". . .using acrylic paints as a medium." Or, "To be able to recognize. . . .", or "To understand. . ." Or, "To build a model of . . .", or "To develop, or to learn, or to gain, or to provide, etc."

The proposed method of evaluating progress may be two- or three-fold. For example, judgment of adviser will be one method; that is, does the adviser think the student is talented and has made progress. Another method of evaluating progress may be by photographs, recordings, actual products that are produced, such as drawings, manuscripts, or any other artifact. Or, any other method of measurement of progress applicable to the project.

Log Sheets

The student and the adviser log both follow the same form. The adviser's log sheet should include any additional comments about the student's progress, any change in attitude, or any problems. I would appreciate having the log sheets sent or given to me every four (4) to six (6) weeks. You may use the log sheet forms provided or other paper or form to convey the essential information.

Vitae Sheets

The vitae sheet should simply be a resume of education, training, and or experience that added to your expertise in the area of the student's project.

PROJECT DESCRIPTION SHEET

Student's Name _____ Telephone _____

Adviser's Name _____ Telephone _____

Brief Description of the Project: _____

_____

_____

Terminal Objective: _____

_____

_____

Supporting Activities: (Activity steps needed to accomplish terminal objective)

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Length of time necessary to complete project: _____

Date Started: _____ Proposed Completion Date: _____

Number of meetings proposed: _____

Proposed method of evaluating progress: _____

_____

PROJECT ADVISER'S LOG

Name _____ Telephone _____

Address _____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____

_____

_____

_____

_____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____

_____

_____

_____

_____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____

_____

_____

_____

_____

TALENTED STUDENT'S PROJECT LOG

Name _____ Telephone _____

Address _____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____

Date _____ Location _____

Length of time (in minutes) _____

Brief description of activity: _____